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ABSTRACT

The Baltimore Placement Program is unique in that it serves all students in the city's public secondary schools. It is available both to graduates and to dropouts, and the service may be used by a graduate or dropout for as long as one year after he leaves school. The goals of the program are to place students in jobs that are compatible with their abilities and interests and to coordinate students' work-study experiences in school. (Author)

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CASE STUDIES IN PRACTICAL CAREER GUIDANCE
NUMBER 1

Baltimore Placement and Follow-up Program

Baltimore City Public Schools

Baltimore, Maryland

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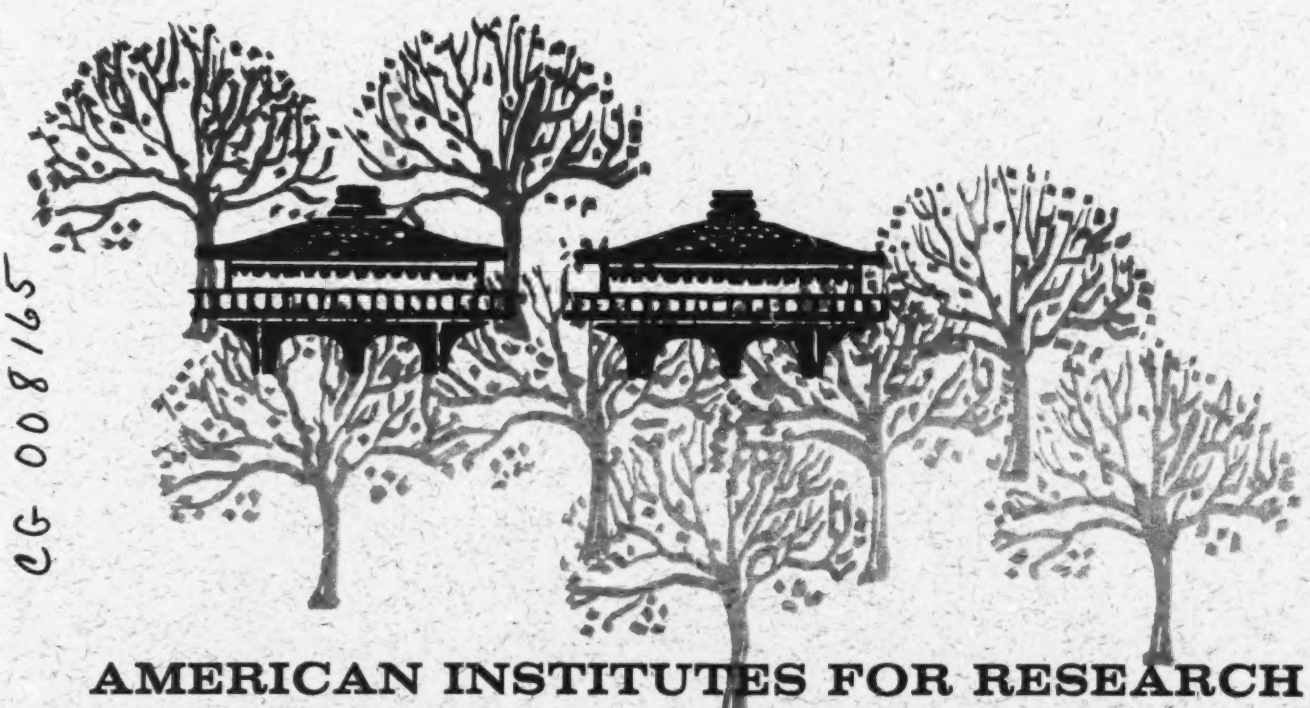

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Baltimore City Public Schools
Baltimore, Maryland

Laurie H. Ganschow

American Institutes for Research
in the Behavioral Sciences
Palo Alto, California
June, 1973

The project reported herein was performed pursuant to a contract from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

U.S. Department of

HEALTH, EDUCATION, AND WELFARE

Office of Education

Office of Planning, Budgeting, and Evaluation

This case study is one in a series of thirteen which was produced by the Youth Development Research Program of the American Institutes for Research under contract with the Office of Planning, Budgeting, and Evaluation of the U.S. Office of Education. The purpose of the contract was to examine the practical career guidance, counseling, and placement which is provided to noncollege-bound secondary level students. As part of the effort, programs which are making an illustrative attempt to deal with the needs of noncollege-bound youth were identified and described in case studies. Case studies have been written on the following programs:

1. Baltimore Placement and Follow-up Program
   Baltimore City Public Schools
   Baltimore, Maryland

2. Career Development Center
   Troy High School
   Fullerton, California

3. Career and Educational Planning Program
   Pioneer Senior High School
   San Jose, California

4. Career Guidance Program
   Hood River Valley High School
   Hood River, Oregon

5. Computerized Vocational Information System
   Willowbrook High School
   Villa Park, Illinois

6. Coordinated Vocational and Academic Education
   North Gwinnett High School
   Suwanee, Georgia

7. Developmental Career Guidance Project
   Detroit Public Schools
   Detroit, Michigan

8. Employability Development Team
   Cleveland Public Schools
   Cleveland, Ohio

9. Job Development Program
   Cleveland Public Schools
   Cleveland, Ohio

10. Kimberly Guidance Program
    Kimberly High School
    Kimberly, Idaho

11. Lenawee Vocational-Technical Center and Placement Program
    Adrian, Michigan

12. Occupational Learning Center
    Syracuse City School District
    Syracuse, New York

13. Youth Career Action Program
    San Jose Unified School District
    San Jose, California

Other products of this contract include Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature, and the project's final report which is entitled Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths. The final report outlines a planning-evaluation model which program personnel may use in developing local career guidance counseling and placement services.

BALTIMORE PLACEMENT AND FOLLOW-UP PROGRAM
BALTIMORE CITY PUBLIC SCHOOLS
BALTIMORE, MARYLAND

Abstract

The Baltimore Placement Program is unique in that it serves all students in the city's public secondary schools. It is available both to graduates and to dropouts, and the service may be used by a graduate or dropout for as long as one year after he leaves school. The goals of the program are to place students in jobs that are compatible with their abilities and interests and to coordinate students' work-study experiences in school.

BALTIMORE PLACEMENT AND FOLLOW-UP PROGRAM

The coordinator came around to our class and explained placement and work-study. She gave us a blank to fill out which tells if we're interested. If you are she interviews you personally. She asks what kind of surroundings you like and what your plans are. Then she tries to get you a job. I'm more confident in my abilities now. It helped me mature.

--Bonnie

Introduction

Bonnie is referring to experiences she has had through the Division of Guidance and Placement in the Baltimore City Public Schools. Placement services and work-study programs are an integral part of the Pupil Personnel Services of the Baltimore school system. These services are available to all students in the city schools primarily through the efforts of placement coordinators in Baltimore's 28 secondary schools and special education centers. The coordinators arrange for full-time, permanent employment as well as part-time employment and work-study opportunities. Students may seek assistance on their own or may be referred by counselors, teachers, and administrators. Students dropping out of school who have not contacted the placement office are sent form letters inviting them to visit the placement coordinator at their school. Services of the placement coordinator are also available to students for one year after graduation.

The primary goal of the program is to assist students in finding employment commensurate with their abilities and interests. The philosophy of the placement division is that each student has a right to and should expect to receive the necessary information or assistance to bridge the gap between formal education and entry into the world of work. Each student has the right to equal opportunity of employment, advancement, and security regardless of religion, ethnic origins, race, or sex.

The program's goals are implemented by 35 placement coordinators in the secondary schools and education centers in Baltimore and by the central office staff. The central office staff is led by the Department Head of Placement, who is supervised by the Supervisor of Job-Oriented Programs and Placement. The central office staff also includes coordinators of (1) distributive

education and food services, (2) apprenticeship programs, and (3) health careers. Placement has been a concern and objective of the guidance division in Baltimore since 1928.

Origins of the Project

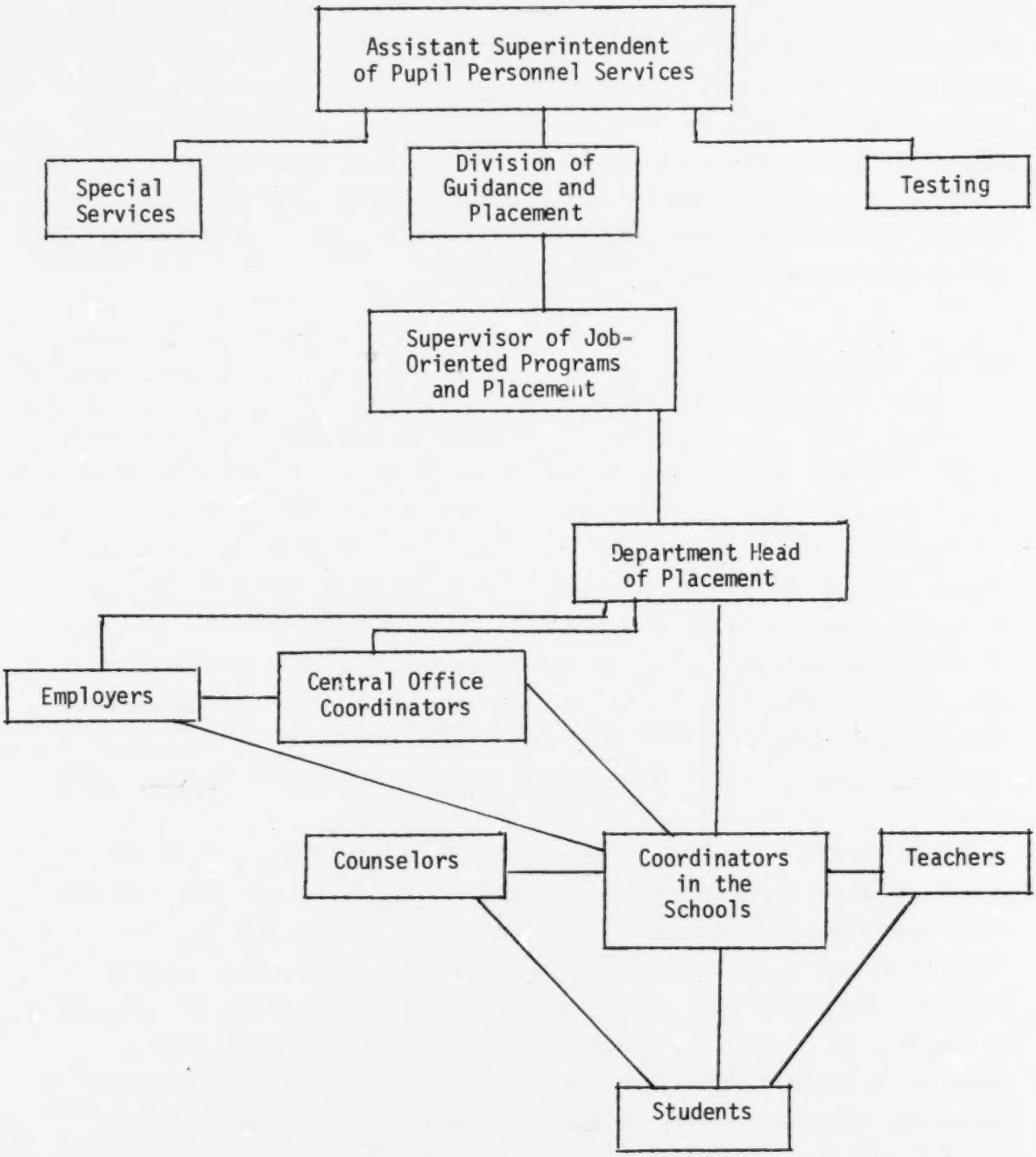
The Division of Guidance was started in Baltimore City Public Schools in 1923. At that time, it focused on educational and vocational guidance. In 1928, placement services were initiated by the Director of Guidance, and the organization became the Division of Guidance and Placement. At that time, the Division recognized that students must be furnished with skills and opportunities for future employment.

The target population for placement efforts was and is both graduates and nongraduates of the Baltimore City schools. The primary funding source for the project continues to be the local city schools budget. Except for a brief two-year hiatus during the depression, placement has continued to be an integral part of the Division of Guidance and Placement, and over the years the division has expanded in both staff and the number of students served.

Project Development

The Department Head of Placement has been charged by the Supervisor of Job-Oriented Programs for overall responsibility for management and organization of the project. She works closely with three area coordinators in the city schools central office: one responsible for developing jobs and placing clients in the areas of distributive education and food services, one with similar responsibilities for health careers, and a third with apprenticeship programs. The chart on page 3 presents the organizational relationship of individuals in Pupil Personnel Services and the Department of Placement in Baltimore. The Baltimore secondary school system consists of 14 comprehensive high schools, 2 vocational-technical high schools, 6 general vocational schools, 4 special education centers, 1 adult center, and 1 school for teenage mothers. These schools include at least one placement and work-study coordinator. These individuals are responsible for developing jobs in areas near their school and are also referred jobs from the central office coordinators. The school coordinators locate opportunities for work-study, part-time, temporary, and full-time employment.

ORGANIZATION OF PUPIL PERSONNEL
SERVICES IN THE BALTIMORE PUBLIC SCHOOLS



The Division of Guidance and Placement is one of three Pupil Personnel Services provided by the Baltimore City schools; the other two are testing special services. The Division attempts to use the resources of the total community and to integrate efforts whenever possible. In 1966, work-study and placement were centralized under one supervisor and assigned to the Division of Guidance and Placement. Although placement and work-study were centralized at the administrative level, the majority of schools had two coordinators, one charged with placement and the other with work-sutdy. However, in 1972, the division gave coordinators responsibility for both work-study assignments and full-time placement.

Current Status of the Project

Target Population and Setting

As mentioned earlier, placement services are available to all students in the Baltimore City secondary schools, including adults completing their high school education, special education students, and students enrolled in the school for teenage mothers. Most of the students engaged in work-study programs are seniors, with a few juniors included. Those placed in full-time jobs are primarily graduating seniors or students who graduated within the past year. Of some 31,000 secondary level students, approximately 68% are Black. A wide range of socioeconomic levels is represented in the target population. Some 28% of the students will go to a four-year college after graduation from high school, but 55% of the students will move directly into the world of work.

Unemployment in the Baltimore area has declined slightly in recent years, and both hourly and weekly earnings of city residents have increased. There have been some cutbacks in the construction trades, but the labor force is increasing in the areas of wholesale and retail trade, government payrolls, transportation, and utilities. At the present time, the increase in shopping malls and industrial parks on the periphery of the city has moved job opportunities outside the urban area and out of reach of transportation. However, changes in the downtown area are planned to attract more businesses and industries into the central urban area.

Goals and Objectives

The program lists the following 38 aims and objectives, phrased in terms of what the coordinators will do for students:

1. To make students aware of the free service of placement.

2. To interview every student who indicates a desire to avail himself of the facilities of the placement service.

3. To assist students in vocational and occupational information.

4. To assist students to make vocational choices relating to orientation and exploration.

5. To assist students to make adjustments during their initial job entry.

6. To give information concerning:
   a. Job requirements
   b. Procedures for securing jobs
   c. Duties of the job
   d. Information concerning public transportation to employers
   e. Salaries
   f. Factors for advancement
   g. Fringe benefits
   h. Testing procedures for employment
   i. Employer-employee interview procedures.

7. To make concrete suggestions with respect to:
   a. Personal appearance
   b. Voice
   c. Attendance
   d. Conduct
   e. Educational achievement
   f. Health--possible referral to Vocational Rehabilitation.

8. To encourage exploration for further education (college night programs, company reimbursements for continued educational programs, programs allied to jobs, etc.)

9. To give descriptions of job openings to applicants unsure of interests and unaware of job opportunities.

10. To serve as a liaison between schools, employers, and students.

11. To give assistance in securing Social Security numbers and birth certificates.

12. To explain work permit requirements.

13. To assist in filling out complicated and lengthy application blanks.

14. To refer the emotionally upset to counselors.

15. To alert educational authorities with respect to the changes in job requirements and trends in employment.

16. To assist the counselor in maintaining occupational information.

17. To explain the operations of MSES and paid employment agencies.

18. To arrange for parents to secure further information relating to children's interest in jobs.

19. To make referrals to other social agencies such as Health, Education, and Welfare; Neighborhood Youth Corps; Vocational Rehabilitation; Good Will; Jewish Charities; and Red Cross.

20. To furnish leads and information relating to the apprenticeship programs.

21. To interpret the changes in union patterns to students.

22. To discuss factors relating to holding a job.

23. To inform students about employer techniques in securing workers.

24. To discuss character and personality traits in getting and holding a job.

25. To give information about testing procedures for employment.

26. To try to make students feel confident that they may secure help at any time during one year after they leave school.

27. To recommend pupils to jobs on the basis of ability, achievement, and aptitude.

28. To explain the procedures to students on how to find jobs, to look for companies, and take tests.

29. To help students reevaluate their aims and goals.

30. To discuss records of prospective employees with the employer for his evaluation.

31. To counsel boys with respect to the draft status.

32. To maintain periodic formal follow-up of students and employers.

33. To reinterview pupils when needed.

34. To assist in the replacement or placement of job-oriented students.

35. To serve as a job information resource specialist with respect to varieties of jobs to which students may be referred.

36. To educate employers toward a more realistic policy of hiring beginning workers.

37. To follow up leads provided by schools, administrators, teachers, and satisfied employees.

38. To continue job development.

Project Staff

The central office personnel and the administrative supervisors have been described previously. The individuals most responsible for implementation of placement and job-oriented programs in the Baltimore City schools, other than

the Department Head of Placement, are the job coordinators in the secondary schools. Six of these individuals are fully credentialed counselors, and sixteen have prior job experience in fields other than education including business, industry, law, social work, and nursing. Funding for the coordinators comes primarily from the local budget; however, a small amount of federal funds has been used to pay part of some coordinators' salaries. All of the coordinators participate in occasional in-service training; however, there is no standardized curriculum for the in-service training program. In some cases, the training activities may be taken for professional credit, although it does not contribute to professional advancement.

The in-service training is usually provided in the form of workshops, which, on some occasions, are designed specifically for coordinators and on others are also open to counselors, teachers, and administrators. These activities may be sponsored directly by the Placement Department and the Division of Guidance and Placement or by such agencies as the MSES, the Maryland Department of Employment Security, the Department of Social Services, the Chamber of Commerce of Metropolitan Baltimore, and the University of Maryland. To initiate the program, the Department Head provided a two-week, all-day in-service training workshop for placement coordinators, covering the following topics:

- Information on the total school program
- Familiarization with jobs that students have obtained in the past
- Interviewing techniques for both students and employers
- Follow-up procedures with employers
- Training in job development
- Techniques for determining the correct match between potential student employees and an employer

The Voluntary Council for Equal Opportunity also arranged for a two-day training session for the coordinators to provide further training and understanding of employers and employment needs and to permit a two-way meeting between schools and employers.

Coordinators devote approximately forty hours a week to program activities and work eleven months of the year. Approximately 40% of that time is spent in developing jobs and serving in a community liaison role. Some 35% of their time is devoted to individual job counseling with students, 10% to consulting with other educational personnel, and about 5% to planning and

evaluating program activities. The Division of Guidance and Placement summarizes the primary functions of coordinators as follows:

a. Interviews all seniors seeking employment after graduation irrespective of course.

b. Works with counselors to help students find employment on a temporary, summer, or part-time basis.

c. Seeks out opportunities for Cooperative Education (work-study) Programs and identifies suitable training stations.

d. Gives adequate and meaningful orientation to students who are referred to jobs.

e. Makes provisions for dropouts to be interviewed, and referred to jobs.

f. Continues follow-ups and referrals of withdrawals and graduates for a year.

g. Is well-versed and knowledgable about schools, curricula, and policies.

h. Visits employers for follow-up, new jobs, and explanation of the programs.

i. Maintains current, accurate data on job requirements, labor laws, and company policies.

j. Keeps accurate records that may be required on a regular basis so that these facts may be reflected: curriculum implication, job practices, employment trends, obsolescence of certain jobs with the new types of opportunities emerging and publicity potential.

k. Participates in planning career days in their schools, and in keeping the faculties of their schools informed as to the progress of their students.

l. Works with social agencies in helping students to find employment.

m. Notifies students about openings as they occur in the major industries or civil service units and provides applications for these students to take the required tests.

n. Works closely with the counseling team to explain programs, to seek out participants for job training stations, to keep abreast of occupational changes, and interpret needs of their mutual clients.

o. Maintains ongoing records of students who are referred to jobs so that employers may rely on factual, helpful documentation of applicants' strengths.

The corelationships of counselors and coordinators in the schools has received considerable attention. They cooperate closely although in some settings they are physically quite separate. In general, the coordinator informs the counselors about their counselees's progress. Whenever counselors refer students to coordinators for employment, the coordinator feeds back information on steps taken and outcomes. Also, the coordinator, as a member of the guidance department in the school, attends all regular department meetings set up by the guidance department head. Programs for disseminating career and job information are worked out between the counselor and the coordinator. The coordinator is a part of the school staff and, in the same manner as the counselor, he relates his activities, programs, students' achievements or failures, and the changing demands of the world of work to the principal.

Close cooperation is also encouraged between coordinators and teachers. This is particularly true of teachers whose students are engaged in work-study programs. Coordinators are responsible for providing the teacher with information on how the student is doing in his work-study assignment.

The coordinators maintain close relationships with employers in the Baltimore metropolitan community and with such agencies as the Voluntary Council for Equal Opportunity, the Joint Apprenticeship Training Committee, the Labor-Education Apprenticeships Program, Model Cities Programs, and Neighborhood Youth Corps. Very close cooperation is maintained with the Maryland State Employment Service (MSES) which has developed a computerized job bank of employment opportunities in the Baltimore area.

Employers in specific businesses and industries are visited by the placement coordinator who operates in the area in which the company is located. The coordinator attempts to determine the makeup and policy of job openings of the company and to establish rapport with the potential employer. In these visits, he also informs the employer about the schools, their offerings, and overall practices. The success of coordinators in establishing rapport is evidenced by the fact that employers are coming to the coordinators to seek employees for job openings.

When a coordinator is unable to place a student in a job that he has developed or that has opened up in his area of the city, he is responsible for informing other coordinators of the opportunity in hopes that another student in the school system can be placed in it. However, the mechanism for passing on this information is not clearly defined. Some coordinators inform the central office staff who in turn pass it on to a coordinator

whose students live in an area relatively close to the available job. Other coordinators go directly to nearby coordinators.

Facilities, Materials and Support

Office space for the placement activities is provided at each school. It is usually termed the Employment Center. Many career information resources are available including VIEW, occupational information sheets, and apprenticeship booklets. A counselor for Educational and Occupational Information is also located at the district office. His responsibilities include publishing a newsletter distributed to all counselors and coordinators to inform them of available resources and other relevant information.

Since placement is available to all students, the coordinators must reach out to youth. They post announcements concerning the Employment Center and functions of coordinators on school bulletin boards and also make them over intercom systems. The school newspaper also carries articles about the Center. Assemblies are arranged for the placement coordinator to speak to seniors and discuss the current job market, general techniques in job hunting, and preparatory steps for an initial interview. Counselors, teachers, and administrators refer students to the center or students may initiate their own contacts. All students who withdraw from school are referred to the coordinator for additional job counseling and assistance in locating jobs. Even when a student is dropped from class rolls, the division sends him a letter informing him of the availability of further aid.

Student Activities

When students contact the center, they are interviewed to discover their strengths, weaknesses, and vocational preferences. The Test Bureau Division and the Division of Guidance and Placement work closely together in attempting to identify each student's current career planning and development status. Certain tests are administered to all students on a regular basis, and specific tests can also be requested for individual students. Results of these tests may be interpreted to students by the coordinator during the initial interviews. During these interviews, the coordinator may also answer students' questions about current job possibilities and present relevant job information. A complete record is made of the student on his registration card for employment, including his achievements and special aptitudes, character traits, or extracurricular activities. Frequently, the coordinator schedules a second interview.

Students fill out applications for part-time, temporary, or permanent jobs. Eleventh-grade students may also register for any of the job-oriented programs with their grade counselors. These cooperative training programs are in the fields of business education, distributive education, trades and industry, health and general work experience. The coordinator interviews these students in depth and then prepares them for their cooperative training (work-study) assignments.

When a potential work-study job has been developed by the coordinator or requested by an employer, the coordinator frequently contacts the teacher in the vocational area most closely related to the job. The teacher then suggests students who would be appropriate candidates for the job. To participate in the work-study program, students must be recommended by their class teachers. Eligibility is determined by class grades, attitude (as judged by the teacher), and parental consent. Work-study is arranged primarily, but not exclusively, for students taking vocationally oriented classes; however, students enrolled in the general education curriculum are also given work-study assignments. The work-study program provides these students with skills that facilitate their placement on graduation; however, work-study experience is not a prerequisite for placement. Students engaged in work-study may spend a half day on the job and the other half in the classroom or they may alternate weeks on the job and at school.

Students engaged in work-study programs are evaluated formally by their employers. These once-a-semester reports are attached to the student's original application for placement so that the progression of follow-up can be conducted if the student remains as a permanent employee. Those who are not retained on the work-study station by the employer as permanent employees after graduation are further evaluated by the placement coordinator and helped to relocate if they wish.

Before referrals to jobs, the coordinators orient potential workers to the employers's world by means of job clinics, class meetings, and group guidance sessions. At this time, they present and discuss specific information on company policies, educational reimbursement plans, labor procedures, how to locate companies, how to act in situations that are common to beginning employees, salaries, and other matters. The coordinator also holds group sessions to discuss such topics as interview procedures, use of the telephone, test preparation, and appearance during an interview

and on the job. Students who are disadvantaged are frequently identified by school personnel and social service workers and given additional encouragement and counseling.

Employers' orders for jobs are listed on cards and specific information is noted so that the coordinator has a true picture of the opening. The student's application is studied in light of employer needs and student job preferences. The coordinator makes a referral to the company and to a student, and gives the student guidelines for the interview, and other general information. If the student does not get the job, the coordinator continues to work with him, since reassessment and reinterview may be necessary. Employers may also ask for additional information from the coordinator such as the student's achievement and attendance records.

Special Factors

Throughout the year, coordinators and counselors arrange for career days, career fairs, and field trips. Since many students wish to work in government agencies, the placement service also arranges for mass testing on nonconflicting school days and outside school time so that students may apply for civil service jobs. The same procedure is used for companies that require preemployment tests and hire beginning employees.

The division also performed an outreach and information dissemination function in cooperation with the American School Counselors Association and WBAL-TV in Baltimore. A series of half-hour television shows was developed to inform students and their parents of career opportunities and pathways to jobs.

Broad Impact

When students, coordinators, counselors, teachers, and community members were asked to describe some of the positive results of the program, the most frequently reported effective results related to obtaining jobs on a full-time, part-time, or work-study basis. Several adults also mentioned positive changes in students' attitudes that result when students are placed in jobs. These individuals also noted some incidents of improper placement and job termination; however, in these instances, the coordinator continued to work with the student to find a more suitable placement.

Placement services have helped shape the development of programs in the Baltimore City public secondary school system for 45 years, and they continue to have a vital impact on the total system. Their presence has created a general career orientation throughout the system. Through the influence of

placement services, teachers participate more in the career education process; it is not the sole province of the counselor. The Curriculum Advisory Committee of the Division of Guidance and Placement has a direct impact on curriculum offerings in Baltimore. The impact of the placement services in the school system on the Baltimore community is significant. Students placed in jobs through the program earn approximately one million dollars in wages each year. The rate of youth unemployment in the city has also dropped. The success of coordinators is evidenced by the fact that many businesses and industries go directly to the school placement service to fill vacancies. One employer said that he is extremely pleased with the high calibre of students sent to him for interviews as a result of the screening the coordinators provide. He consequently contacts the schools before placing an employment advertisement in the newspaper or with other agencies. Another employer indicated that the school placement service knows its "clients" better and is therefore more able than public or private employment agencies to provide the employer with background information (such as school attendance records) helpful in making a decision about hiring.

All students interviewed indicated that the work-study and placement program, especially the school coordinators, had helped them. When asked to describe how they had been helped, some students indicated they had received job preparation assistance: "I learned how to interview for a job" "It taught me how to dress and behave on a job." Others derived benefits from working on a job: "I learned to work around other people." "I was able to earn money." One student reported that his work-study experience had made him generally "more confident in my abilities."

Evaluation

Coordinators follow-up every student placed on a permanent job at intervals of three months, six months, and one year after placement. They solicit comments from students at these times on their feelings about school offerings, the assistance they received, and their suggestions for possible improvements. They also sent a follow-up letter to the employer to elicit a critical analysis of the employee's work and the employer's recommendations for curriculum changes or strengthening school programs to better prepare students for employment. They record these comments on the students' original applications for placement, catalogue criticisms and recommendations, and make them available to schools and curriculum specialists. In this way,

the coordinators hope to identify the ways in which the school system prepares graduates for employment and to help the school system make adjustments where necessary.

For overall program evaluation, the Division of Guidance and Placement relies on statistics that reveal the number of students who have been placed in jobs. Approximately 8000 students graduate from the Baltimore public secondary schools each year. Some 4000 of these students seek assistance from the coordinators for full-time placement, and approximately 75% are placed each year. The June 1, 1971 to May 31, 1972 annual report, prepared by the Division of Guidance and Placement reveals there were 3626 full-time placements, 1173 of these resulted from graduates remaining on their cooperative education (work-study) assignments. There were 2417 part-time placements, and 2526 temporary and summer placements. Thus the total number of placefor the 1971-72 year was 8569.

The annual reports provide information to the Maryland State Department of Education, the Superintendent of Public Instruction in Baltimore, various curriculum committees, and individual schools. Statistics are reported on the total number of placements as well as by permanent, part-time, temporary and summer, and work-study placements by areas of job classifications, age, salary, and sex designation. Records are also kept, by school, of the number of graduates and the number of student contacts made. For work-study programs, the coordinaotrs prepared statistics by area (business education, distributive education, general work experience, trade and industry, general vocational, and special education); on the number of males and females placed, the number of employers with whom they are placed, the number of hours worked, and the average hourly rate of pay that work-study students receive. The Department Head of Placement accompanies these statistics with a narrative that summarizes her observations and assessment of progress.

Future of the Project

Throughout its history, many changes have been made in the organization and conceptualization of the placement service, and several changes are being contemplated or planned at this time. Currently, the city is divided into 11 geographic areas that are assigned to the coordinators for job development. However, these geographic areas were apparently not set up with available public transportation or job density in mind. Consequently, some regions are better territory for job development than others. It

is planned to restructure the regions and also to expand their number from 11 to 12.

The role and responsibilities of the job placement coordinators constitute the area in which the most critical decisions are made. Although the Department of Placement managed both placement and work-study functions until the fall of 1972, each coordinator handled only one of these two functions. In 1972, each coordinator was made responsible for developing jobs and placing students in full-time as well as work-study jobs. Because work-study assignments are arranged primarily at the beginning of the first and second semesters and permanent placement most frequently occurs at the end of the school year, it was felt that these functions could easily be combined. It was also felt that a single employer might be able to provide both permanent and work-study positions, which would reduce the number of contacts with individual employers. This decision, however, has caused much concern on the part of coordinators, The Supervisor of Job-Oriented Programs, the Department Head of Placement, and several district administrators.

Some of the difficulties inherent in being responsible for both tasks are due to the fact that closer supervision and follow-up while they are on the job is required of students on the work-study program. Also, considerable time must be spent in providing teachers of work-study students with the evaluation information received from the employers of these students. Because the task requires considerable attention and effort some coordinators feel that their responsibilities for full-time placement (their original objective) get short shrift. Several teachers, in addition, mentioned that because coordinators are pressed for time, it is unfortunate that only negative feedback from employers reaches them. One teacher suggested that the responsibility for coordinating work-study assignments should lie with the teacher. This alternative, however, is not being given serious consideration by the school district. However, perhaps the primary decision facing the district administrative staff at this time is whether these two functions will continue to be performed by a single coordinator.

Conclusions

From the students' point of view, the strength of the program lies in the fact that they are actually able to obtain employment: "It gives you the opportunity to work, to be independent, and an adult." "You can find out what you want to be through experience on a job." "It saves you the

hassle of finding a job." "Watching adults in the working world really gives you confidence." Another strength pointed out by students was the cooperation and friendliness of the coordinators in the schools. Additional strength is lent by the fact that the program is staffed by dedicated, concerned individuals.

In enumerating the program's strengths, counselors and coordinators pointed to the value of students gaining experience in the world of work. They also noted the contribution to the school's holding power made by placement services in providing students with a paying job and the egalitarian emphasis of the program in that it focuses on all students. Strengths of the program expressed by teachers included the fact that the coordinators were always available to students and that, through a program of information dissemination, more students were being reached. One teacher also pointed out that the possibility of placement made school more relevant and gave students a focus.

One of the coordinators' expressed functions is to serve in a community liaison role and establish rapport with employers and others in the Baltimore metropolitan area. Virtually all of the community representatives who were interviewed praised the coordinators with whom they had come in contact and the Department Head of Placement as well. They cited the dedication of these individuals and their willingness to learn about businesses and industries. The desired rapport has apparently been established; the cooperation between the Baltimore schools and the community is apparent, and there is a considerable mutual respect.

Areas were identified in which improvements could be made. It appears that the precise role of the placement coordinator and its relationship to that of counselors need more careful definition. Part of the confusion in the relationship of the two roles stems from the way in which coordinators are paid. Their salaries are allocated from district budgets while counselors are paid from school budgets. In addition, coordinators are paid for eleven months with one month of vacation; counselors still work ten months though they consistently ask for twelve month assignments.

In some instances, coordinators are perceived as being aligned with the central administrative staff of the school district, rather than with the school in which they function. This may create an undesirable division between some counselors and coordinators. The Division of Guidance and Place-

ment prefers that coordinators be viewed as an integral part of the guidance unit within each school.

Interviews with both students and adults indicated that there have been instances when a lack of communication between counselors and coordinators and administrators responsible for scheduling has created scheduling difficulties. One reason for communication difficulties is that the offices of counselors and coordinators are frequently located far apart in the school. If the coordinators are to be integral members of the guidance team at each school, their offices should be near those of counselors.

As mentioned earlier, the responsibilities of coordinators for both work-study and full-time placements have been questioned. Another area highlighted as needing attention is in-service training for both coordinators and school staff members. It is hoped that increased support for placement services could be generated in schools and greater cooperation could be effected if school staff members were more knowledgeable about the purposes and procedures of the placement service. It was also suggested that coordinators could benefit from short-term internships with companies in the Baltimore metropolitan area.

Some individuals mentioned that the evaluation component of the program could be strengthened. Currently the emphasis is on the number of job placements made and the length of time students remain on the job. The satisfaction of students placed is not taken into account in current attempts to evaluate the program. Failure to take student satisfaction into account can be misleading; for example, when a student leaves a job shortly after he is placed in it, this does not necessarily reflect negatively on the placement service.

The availability of more jobs for students was the type of improvement in the program mentioned most often by the individuals interviewed. The second most asked-for improvement related to more staff and support services. With more coordinators, it was felt that better follow-up of students' progress on the job could be performed.

The difficulties and areas in which improvement could be made in no way overshadow the strengths of the program. The fact that the program is available to all students and can be used up to a full year after graduation makes it a vital asset to students as well as to the community. The close cooperation between placement services and community agencies also lends strength to it, and the dedication of the individuals who comprise its staff contribute to a viable and valuable placement program in the Baltimore public school system.

Transportability

The design followed in implementing the placement program in the Baltimore public secondary schools could be used in other settings. There are many in-house materials, but not all procedures have been documented, and the material that exists is not available for general distribution. The Department Head reported that gaps in documentation materials can often be attributed to insufficient funds for clerical or paraprofessional assistance. Although, the importance of documenting their procedures is recognized, the staff has always placed a higher priority on actually helping students. Consequently, funds are channeled in directions other than documentation.

All students interviewed felt that the program would help other students similar to them. When asked to describe the type of student to which it would be particularly helpful, several students succinctly replied "all of them." In view of the fact that placement is available to all students in the Baltimore public secondary schools, it appears that these students perceive the true intent of the program. Other students qualified their statements by indicating that placement services would be beneficial to those who were truly interested in working for a living. Work-study was cited by one student as being of value to students who have family problems and need money to meet school and other expenses.

Three major challenges have been faced in developing the placement services in Baltimore and it is likely that anyone considering replicating the program will also face these challenges. The first challenge entailed gaining the cooperation and support of employers in the Baltimore metropolitan area. The second concerns the scope of the duties that the job placement coordinators are to perform; that is, should their duties include coordination and follow-up of work-study programs as well as permanent placements. The third challenge relates to the cooperation between guidance counselors and placement coordinators in the schools. Cooperation of these two sets of individuals must be carefully defined and fostered.

PROGRAM OUTLINE

Goal:	To assist students in finding permanent, part-time, and work-study job placements commensurate with their abilities and interests.
Students Served:	All students in the Baltimore public secondary schools. Some 8,000 students graduate each year. About 4,000 of these seek assistance of the placement service and of these, 3,000 (75%) are placed. Work-study students see the coordinator briefly each week. Other students see the coordinator briefly on the average of twice a year.
Staff:	The Department Head of Placement is a professional counselor. There are 38 job placement coordinators, some of whom are counselors; the majority have work experience outside education.
Funding Source:	85% local funds 15% federal funds
Materials, Facilities, and Support:	The Department Head and three coordinators are housed in the central district office. All other coordinators have offices in the schools. A variety of occupational material is available to students at the coordinators' offices, as well as materials that the coordinators have developed for contacting students and employers. In addition to working with the employers in Baltimore, close cooperation is maintained with civic and community organizations.
Student Activities:	Students are acquainted with the services of the placement office through assemblies and class meetings. Many students also participate in job readiness sessions taught by the coordinators. All students who seek placement are interviewed by the coordinator, and efforts are made to place the students in suitable jobs.
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